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A collection of the May 1961 newsletters published by the four schools participating in the Great Cities Improvement Program in Philadelphia during the 1960-61 school year are provided. The schools are Dunbar, Harrison, and Ludlow Elementary Schools and Wanamaker Junior High School with their "High Road, "Heights," "Beacon," and "Eagle" programs respectively. Reported are some overall views of what was done during the first year of the programs, reports on several individual activities, and writings by several students.

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FORD PROJECTIONS

The Ford Foundation Project Schools *Newsletter*

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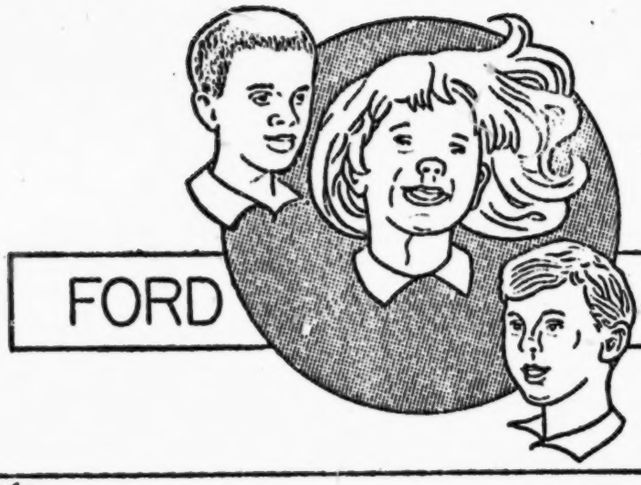


FORD PROJECTIONS

May 1961 Vol. 1, No. 2

A MESSAGE FROM MISS DRUDING

The first year of the Ford Foundation Experiment comes to an end. The Beacon, the High Road, the Heights, and the Eagle - these have been the symbols of our efforts. We shall, perhaps, never surely know how many souls, because of this year's work, will follow the Beacon, choose the High Road, mount the Heights, rise with the Eagle. We do know, beyond shadow of doubt and without formal evaluation, that in the four schools children's experiences have been enriched, unsuspected talents have been discovered, achievements raised. We do know that more parents have been involved, that teachers have never worked with more excited rededication. Visitors have been impressed; Ford Foundation representatives have been satisfied to the extent of extending the program for three years. Next year four additional schools will be involved - Hunter, Ferguson, McKinley, and Widener. As we look forward to the second year of the experiment, let us resolve to maintain the enthusiasm, the creative industry of the beginning, remembering that as the children in our care are molded, so will be the future of America.

ALEDA E. DRUDING
Superintendent
District Five

REPORT FROM MR. BALLEN

As we near the end of the first phase of the Ford Foundation Project, there are many encouraging signs of progress. A detailed appraisal and evaluation of the first year of work should be ready by the beginning of the school year 1961-62. Yet a word concerning evident growth is in order.

Perhaps the most marked sign is in the attitude of the teachers of the four schools. Enthusiasm and a greatly improved outlook toward teaching have captured them individually and collectively. They reflect the conviction that children of limited background can learn and be taught so that they want to learn.

To the teachers and other staff members, the project has given opportunity to render much needed service more fully. They have had a chance to prove many of the things that they have long believed.

Yes, the results to date are most encouraging. We have been assured of continuing support from the Ford Foundation and from our own Board of Education for the next three years, and we are expanding our horizons to include four additional schools. We are most hopeful that the progress now evident will continue and grow as we work together in achieving our aims.

LOUIS R. BALLEN, Director
Ford Foundation Project

STRIDING THE HIGH ROAD - DUNBAR

STRIDING THE HIGH ROAD
A BACKWARD GLANCE

The High Roads Project at Dunbar School has begun a search for abilities and talents of teachers, parents, and children. It has provided a stimulant that is resulting in an intensified teaching program, a more accurate evaluation of pupil progress, greater emphasis on the often neglected curriculum areas such as art, music, and poetry appreciation, and a spirit of rededication among the faculty. Teachers, who in September looked with skepticism on many of the plans formulated by the Ford Foundation team in the Summer Workshop, are now saying as these plans unfold, "They are truly wonderful." A third grade teacher reports, "I am getting the best results that I have ever had when taking children through the transitional stage in writing." Teachers who frowned upon the reading inventories now say that their children are more enthusiastic about reading than ever before and so, also, are many teachers.

The maturity grouping initiated in September has been a boon to the first grade teachers. With smaller classes, comparative homogeneity, and extra opportunities available through the Ford Foundation, they have been able to concentrate on specific needs. The learning environment has been enhanced. Emphasis has been placed on real living experiences. More materials are being used in the classrooms - things that children can see, touch, feel, smell, hear, and experiment with. The pictures on the bulletin boards, experience stories, choral speaking, recordings, and stories are all a part of each day's program. Because of the availability of buses, these children are benefiting from more trips. Recently a large number of first graders, most of whom had never been on a train, were given a real ride on the Reading Railroad. It is impossible to describe the sheer joy and the wonderful language experiences that this trip afforded.

We have embarked on an extensive program aimed at raising the cultural level of our children. Our art appreciation project was motivated in October by a recorded program, "Art of This World," with a musical background and narration by Mr. Jack Bookbinder. Reproductions of master works have been purchased and hung in the corridors. There are additional reproductions that rotate in the classrooms. Teachers are being given special training in art appreciation in order to help the children. Several classes have visited the Philadelphia Museum of Art where lessons have been arranged. Children are being sent each Saturday to Heritage House for instruction in music, ballet, and painting. With the aid of the Home and School Association, we have purchased five violins. A teacher provided by the school system comes to instruct the children each week. Our "Stations" library program is current throughout the entire school. We are enjoying a pleasant aftermath from the Book Fair. Children still point with pride to their very own books and teachers report that books have greatly increased the children's store of facts. Even kindergarteners and first graders are still bringing books for their teachers to read to them.

Though the school has for many years engaged in some after-school activities, the project has been instrumental in expanding the out-of-school hours program. Many cultural and academic enrichment aspects have been added. From the involvement of a few pupils, the program has been extended to include almost half of the school population. Approximately fourteen Saturday trips have been taken with an average attendance of thirty-five children. There are fourteen after-school groups. Forty-one children attend the arithmetic class, where there is a long waiting list. Several children in the library group have read as many as nineteen and twenty books since September. Forty children attend the bell group. Approximately forty children are receiving instruction in reading. Twenty-seven children come to do homework. In addition to the school center, there are several more in the neighborhood. Thirty-five carefully selected children meet one day each week to be trained as leaders for the Socialized Recess program. They are taught a variety of games and activities suited to the ages and interests of second floor pupils.

Though the after-school program is designed primarily for the intermediate grades, the Junior Chorus provides an area of participation for the younger children, as do some of the reading activities. There are about eighteen club and service groups that meet on Friday afternoons. The Home Decorating Club is serving a real neighborhood need. In it the older girls are taught to make and hang curtains and to do many other things to improve the appearance of the home.

Through a more efficient testing program and the able assistance of the Teacher Aide and the Language Arts Consultant, teachers have been spurred to examine the curriculum more thoroughly and to evaluate pupil progress with greater skill. The selection of children for the Language Laboratory and for club and after-school activities has encouraged teachers to examine their children's interests and abilities with keen sensitivity.

Many aspects of the High Roads Project can be thought of in terms of degree or intensity of performance rather than newness. It is likewise creating richer school environment for children and teachers. For a teacher's life is indeed enriched when a little child, after having been on a trip in a bus provided by the Ford Foundation or after having played with the toys, looks up into her face and exclaims, "You are so good to me!"

MARCUS A. FOSTER
Principal, Dunbar School

DUNBAR SCHOOL HOLDS SCIENCE FAIR

Another plan for extending our children's experiences was realized during the month of April when we held our first Science Fair. This exhibition grew out of a wide variety of classroom activities. In our science program we have attempted to explore every aspect of the elementary curriculum. The display, arranged in the corridors, was designed to show the cumulative effect of science teaching. Each class, including Kindergarten, was encouraged to submit projects.

All classes participating received a blue ribbon. In addition, there were three classes and one individual awarded red ribbons and certificates of merit. To determine the winners we sought the expert advice of the City Science Co-ordinator, the District Five Science Collaborator, and two science teachers from an adjacent junior high school. We were proud to have classes from an elementary school in the district come to visit our Science Fair.

ENRICHMENT ACTIVITIES FOR PARENTS

The Dunbar Home and School Association has conducted several projects that have helped to develop and broaden the interests of its members. On April 29, 1961 forty-seven parents and friends of Dunbar boarded a bus in front of the school and journeyed to New York. The group toured the United Nations and sailed out to the Liberty Island where some of the heartier persons climbed to the top of the statue. A most informative and enriching experience was enjoyed by all.

On May 2, a number of parents and their children gathered in the gym for an evening of folk dancing and singing. Mr. and Mrs. Barnes of the Fellowship House provided the music and instructions for the singing and dancing. It was a wonderful means for cementing family and community relationships.

At the Dunbar upper-grade assembly, Mrs. Gladys Rawlins of the Friends Committee on Race Relations presented a human relations program called the " Green Circle." She then led a stimulating discussion of this topic. During this program the parents gave Merit Awards to two police officers for their outstanding contribution to the safety program of the school. The "Green Circle" program has since overflowed into the classrooms.

One afternoon Mrs. Love of the Fellowship Commission met a group of our parents at the Fellowship Commission Building and again at the school to explore the topic "Negro-Jewish Relations."

The foregoing are just a few of the activities that were designed to enrich the lives of our parents and to help them live in harmony with themselves and their neighbors.

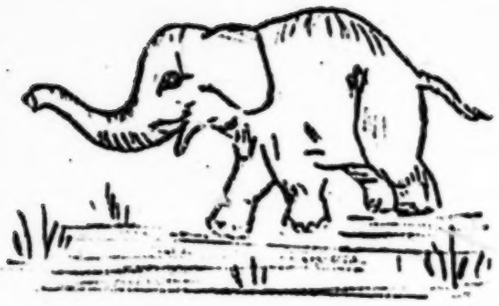
A SEARCH FOR TALENT

An array of parental talent was assembled at the Dunbar School Talent Night under the supervision of Mrs. Bernice Kersey, the program chairman of the Home and School Association. The program was most rewarding and highly appreciated by an audience that more than filled the auditorium. The program included solos, both vocal and instrumental, a choral group, and an instrumental ensemble. A former Temple University student teacher returned to accompany the soloists. A group from a neighboring school lent variety to the program with their Spanish music. A skit, with a cast of parents, written and narrated by the program chairman, made a plea for better home and school relationships. The Dunbar School Health Council's "Parade of Roses," in appreciation of the work done by the school nurse and the principal, provided a dramatic conclusion to the program.

Dunbar Parents, We Salute You!

BELLS AND ORCHESTRA

The Dunbar School is trying to build an orchestra as part of its program of cultural enrichment and to provide incentive for our children. The Sheppard School Orchestra was invited to perform and the Dunbar School Bell Ensemble played several numbers with them. The result of this combination was gratifying. The Dunbar children were inspired by playing with the orchestra under the able direction of Mr. Stefano. At the same time they were proud of what they were able to do with the instruments that were available to them. This attitude reflects the spirit of the project which is to "begin with what you have and go as far as you can."



STRENGHTHENING INTERNATIONAL GOODWILL

Thursday, May 18 was a thrilling morning for the Dunbar children. They were invited, at 11 o'clock, to the yard to meet an unusual goodwill ambassador from India. The visitor was Ambika, a friendly ten year old, not fully grown, Indian elephant. Ambika was accompanied by two Indian graduate students who explained the elephant's history and his role in Indian life to the children. The children touched, listened to, watched, and even rode Ambika. What first grade child, who had ridden on the back of an elephant, could ever forget the basic sight word "ride."

A REWARDING EXPERIENCE FOR THE 1B'S

A class of 1B children experienced a rare treat when they went to the neighboring Wanamaker Junior High School cafeteria for lunch. This visit was the culmination of many classroom lessons in table manners, the proper use of silverware, and the value of well-balanced meals. Just imagine the pleasure and joy expressed by these little ones when they were permitted to pick up a tray and were guided in choosing their own meal. All previous learnings were put to wonderful use by the wee ones who are still talking about their exciting experience.

THE FTA HELPS THE HIGH ROADS PROJECT

The Dunbar School is proud to be working with a number of Kensington High School students who are members of the Future Teachers of America under the direction of Mrs. Siskind. These aspiring young people meet each week to assist the first grade teachers. The school is attempting to provide a rich program for them which will include story telling, the making of independent reading activities for the children, help with bulletin boards, partial supervision of independent work activities, and many general housekeeping chores. We also hope that they will share with our children some of their interesting experiences, hobbies, and special talents.

This early introduction to the teaching profession should deepen and widen these students' appreciation of its importance. We hope that this association will last throughout their remaining high school career, that some will return as student teachers, and that a few will in time be inspired to become permanent members of the Dunbar School Family.

ASSEMBLY PROGRAM

On Friday, April 28, the upper school assembly enjoyed a program, the purpose of which was twofold; cultural enrichment and the improvement of self-image. The program presented three Negro artists: a five year old pianist, an eight year old vocalist, and an eleven year old violinist. The children listened raptly to the excellent performances and applauded most enthusiastically at the conclusion of the program.

CLIMBING THE HEIGHTS-HARRISON

HARRISON INVENTORIES THE FORD PROGRAM

The Ford Foundation Program is serving as a fitting milestone in Harrison's efforts toward uplifting the cultural level of its pupils and their parents.

In retrospect: We remember Harrison's long participation in the struggle to get better housing for its people. This covered a period of thirty years. Those acquainted with this area know the conditions that existed prior to redevelopment. These horrible conditions, with all their implications, brought the East Central Housing Committee into operation. A program of pupil and parent education was begun to prepare these people for better living. Bus trips were made to existing projects. A group of older girls took charge of fitting up a home with the cooperation of the Housing Authority. Vacant lots in the area were cleaned off and converted into gardens by various parents. These gardens were inspected by pupils and some assisted in keeping up the larger ones. A "Homemaking Program" under Mrs. Ethel Banks was initiated at Harrison.

Throughout this period (1930-1955) there was a school-wide emphasis on better housing. The fine housing models made at Harrison circulated for many years in various exhibitions and displays. This housing consciousness was translated into all segments of the curriculum - arithmetic, reading, social studies, health and safety, industrial arts, and art.

The program of physically improving the community continued despite great pupil and parent turnover. However, it was still felt that a program accenting cultural growth was needed. Much help was needed in the teaching of basic skills and in the field of community understanding, co-operation, and responsibility.

It was upon this background that the Ford Project was welcomed. The objectives were similar, but the means and method of approach differed widely. Both the community and faculty have now rallied again around a program aimed at raising both the achievement and aspirational levels of our youngsters. Below we will review some of the things that this program has helped us to accomplish.

GERALD L. AMONITTI
Principal, Harrison School

A CLASSROOM TEACHER'S VIEW OF THE PROJECT

With zest, zeal, and vigor, Harrisonites are on the steep climb to Harrison Heights. We know this to be true when we see wide-eyed, enthusiastic youngsters anxious to take part in classroom, school-wide, and after-school activities. When we see the marked improvement, both in achievement and interest levels, we know that our Harrisonites are reaching for the Harrison Heights.

Our Language Laboratory Program, sponsored by Mrs. Lucille Chapman, has given much help to three different groups of children; non-verbal children from Grades 1B through 2B, enrichment children from Grades 5A through 6B, and a small special group of emotionally disturbed boys who have been unable to adjust to regular classroom situations. In addition to the Laboratory Program, added assistance is given by Mrs. Chapman in the classrooms.

The Reading Cycle, scheduled for three-quarters of an hour, four days a week, is proving to be successful. Each pupil has been tested and placed in one of the eight reading levels (pre-primer through Book Six). The Cycle includes pupils from 4A through 6B. At the designated time children pass to their assigned classes. Both children and teachers feel great satisfaction in the improvement evident in our reading lessons.

The Reading Adjustment Teachers, with Mrs. Herschel Gordon and Mrs. Adeline Davis, have given immeasurable help to the Cycle by taking all the readiness, pre-primer, and primer readers. They also give special remedial help to the other grades and to children with special difficulties.

Our Primary Science Program has been of special interest to the school, for now even the younger ones are science conscious. Recently, Mr. Amonitti was presented with a narcissus, a result of a science activity on plant study in one of the primary grades. One of the youngsters accompanying the committee, holding another narcissus in his hands, said to Mr. Amonitti that the class wanted him to see the plant that just wasn't cooperating. It had not bloomed with the others.

The Friday afternoon one-hour club program has been started with three groups - science, conversational Spanish, and music. Pupils were carefully selected for these activities from Grades 4A through 6B. Plans are being made for additional clubs. We also feel that our after-school activities are reflected in greater classroom interests.

We know that Harrison pupils are greatly helped by the services rendered to us by Miss Ida Kravitz, Mrs. Edna Griffin, and the collaborators. All are pitching in to help us to help the youngsters achieve greater heights.

An addition to our program has been the carefully chosen sound films based on children's literature. These films, with social and moral values, are shown once every two weeks to the upper-grade assembly to enable the Cycle teachers to meet with Miss Kravitz for her in-service program and to discuss reading problems.

We have been given much help from: our principal, Mr. Gerald Amonitti; our administrative assistant, Mr. Louis Potter, who helped us get off to a good start and has been working hard ever since then; Mrs. Gladys Devlin, our counselor, who helps our children who have problems; our nurse, Miss Mary Gaughan, whose concern for the physical welfare of our youngsters is reflected in the manner in which she works with them and their parents; our secretaries, Miss Alicia Wheeler and Mrs. Ardelle Ballard, who have cheerfully given much of their services to our program; and Mrs. Barbara Mullen, our school-community co-ordinator, who reports to us her findings of the homes she visits. Mrs. Mullen's in-school program has drawn the parents to the school so that they can observe their children in action. This enables us to better understand and solve some of the long-standing problems.

The parents' reactions to the Harrison Heights Program have been tremendous. We see this in their increased numbers in attendance at the Home and School Association meetings. We have noticed their interest and participation as Room Mothers. Our parents have caught the spirit of the cultural enrichment program and more are willing to give full co-operation to their children's achievements.

Our steps to Harrison Heights are not in haste, for we realize that one climbs heights with steady, firm steps.

MARGARET S. THOMAS

"The Heights by great men reached
and kept
Were not attained by sudden flight;
But they while their companions slept
Kept toiling upward - thru the night."

A CLASSROOM TEACHER VIEWS THE EXTRACURRICULAR PROGRAM

We Seek and We Find

The Ford Program has offered each person involved a further challenge to help the child of limited background. The program has as one of its aims - a concerted drive to discover and develop to the fullest possible extent all of the talents of our children. In an era when highly developed skills are of such vast importance, we, as teachers, can not hesitate to give totally of ourselves to the development, encouragement, and expression of these talents which will enable our children to meet the demands of our age.

A definite part of the "Heights" program has been geared to this "Talent Search." As a result of finding unsuspected faculty talent, three club periods have been established. They are: a Spanish, a Science, and a Glee Club. The pupil response has been overwhelming and they seem to eagerly await each session. It has been our observation, happily, that more clubs are needed. One teacher began taking flute lessons from a student, and the two of them have motivated a keen interest in flute playing in the classroom. We are desirous of establishing not only those club periods in which the children show interest but of making them cognizant of other phases of culture in which they might be reluctant to engage merely because their previous experience is so limited.

As a result of serious examination, including observation and testing, it was the feeling of the faculty that after-school classes should be instituted in: reading, arithmetic, and homework. A homework group was felt necessary because in many instances resource material is limited in the home and study space and the silence necessary for gainful work are missing. The average attendance in these groups is twenty. They meet three days a week. Parents were notified and requested placement of their children. The teachers aim to clinch basic concepts in the work done.

Many of our children have little opportunity to take advantage of cultural opportunities offered in our city. The fact that the Ford Project has made available increased bus service has been of invaluable assistance.

Our regular classes took 33 trips during the October-January semester, and to date, 45 trips have been scheduled for the February-June term. This is exclusive of the many walking trips and those involving public transportation. The enthusiastic response from the students has made us more keenly aware of their avid thirst for a chance to observe the "outside world."

One of the finest experiences from a teacher's point of view was the taking of a group of 25 youngsters to the Flower Show. This group was composed of three children from Grades 3 to 6 inclusive. This trip was made by using the Broad Street and Market Street subways and was a thrilling experience for all concerned.

Aside from these class-initiated trips, several more have been made to the Children's Theater and the Academy of Music Children's Saturday Concerts. One of our fine R.E. teachers has taken over as sponsor of our Saturday bus trips. This has been very gratifying because we feel that our trained R. E. personnel can make contributions to the success of our program and derive great benefits as well. This is definitely a two-way street.

Each trip bears a definite price tag: namely, it must be shared with the student body in a very informal manner so that the thirst for new experiences will not be quenched. The trips have also aroused the interest of our parents in accompanying their children on cultural adventures. Reports back to classes have made us aware of an increasing number of such experiences. For this, we have long hoped.

CONSTANCE CLAYTON

JAMBOREE DAY

On Thursday, June 1, Harrison School had its annual Jamboree Day. The children performed dances and games in the yard as parents watched. The parents participated in the Jamboree. After the performances, they helped to sell food to the children who were given the privilege of staying for lunch if they desired. A most enjoyable day was spent by both children and parents.

ENRICHMENT GROUP PERFORMS

The Enrichment Group of the Harrison Heights Ford Foundation Project presented a Mother Goose travesty, "The Fall of Humpty Dumpty" at an assembly program on May 29. Humpty Dumpty, played by Michael Nichols, tries to usurp Old King Cole's throne. The rest of the Mother Goose characters find a way to get Old King Cole back on the throne. King Cole, played by James Jones, reminds Humpty Dumpty that a person who tries to get the sweet things of life too easily or falsely usually gets stung. The Enrichment Group not only did some very fine acting, but they also taught an excellent lesson in a very hilarious way to the school.

PLANNING AHEAD

Late spring suggests an opportunity to emphasize certain areas and skills as specific goals for the remaining weeks. Our newly appointed teachers and long-term substitutes continue daily to find more effective ways to manage classrooms so that there is a receptive climate for teaching and learning. We urge concentration on these selected goals for the few weeks ahead.

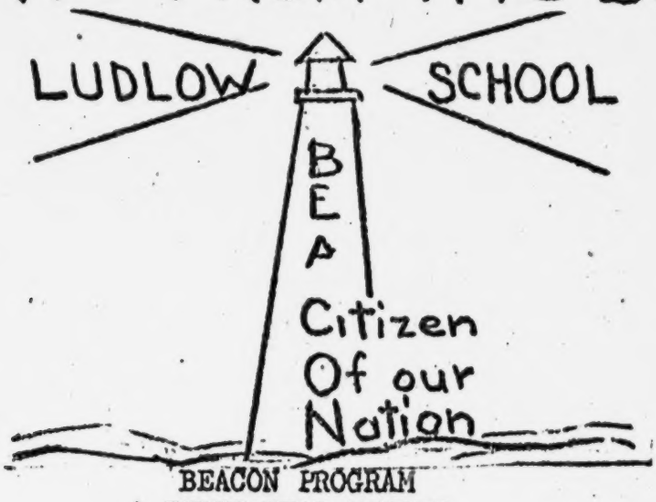
Special interest in the skills of communication is a marked emphasis in many classes. The practice of speaking in sentences, in an acceptable voice and with desirable posture is noticeable in numberous classes. - Differences in speech patterns, due to many factors, sometimes interfere with satisfactory communication. We are finding the use of choral speaking a pleasant discipline in speech and behavior. At the same time it acquaints many children with the joys of poetry. A number of teachers request additional aid in this technique. We realize the vital relation of improvement in speech to other forms of communication.

The importance of progress in arithmetic and spelling makes us aware of numerous ways and varied drills employable to achieve daily growth and of our responsibility to help each child to become aware of a possible but yet unattained individual goal.

Interschool visitation has permitted teachers in our elementary schools to share comparable objectives, interpretation, measurable growth, and significant directions as well as specific techniques in instruction. Both new teachers and those of longer experience are welcoming this motivation. This exchange stimulates a cooperative relationship among teachers of several schools who work to common aims with varying approaches.

EDNA WESTBERRY GRIFFIN
Teacher Aide

RAYS FROM THE BEACON - LUDLOW



BEACON PROGRAM
A FIRST YEAR REPORT

It has been interesting to observe the many and varied activities at Ludlow as our school strives to reach the goals of our Beacon Program.

Teachers have been eager and apt participants. Through in-service meetings with the Language Arts Consultant, professional discussions and workshops, assistance from collaborating teachers, the Teacher Aide, and our Language Laboratory and Reading Adjustment teachers, our staff has discussed, mastered and used a wide variety of effective methods and techniques. Teachers also have an opportunity to assist in the planning of the Beacon Program, for when our "Team" meets every other week, many from the staff are invited to share and participate in the proceedings. Since our staff is generally a very young one, the most recently appointed teachers have been meeting together for a series of luncheon "buzz sessions." At these sessions the concerns and successes of these teachers are shared. Sharing of work and co-operation has been generally noted throughout the school, and it is regularly possible to see teachers sharing a variety of teaching materials.

Many changes have been noted in our pupils. They are cleaner, neater, healthier, and live together more safely. Stimulating programs in health and safety, both in the classroom and on a school-wide basis, have emphasized these areas.

Children are very much aware of their part in our program and they, with the help of their teachers, are striving to improve the achievement level of our school. Handwriting and spelling have noticeably improved. Many teachers have reported vast improvement in reading and arithmetic. Some pupils have jumped three to five grade standards in the space of one term.

Greater parent understanding, participation, and co-operation in our school activities have been one rewarding outcome of our Beacon Program. Parent participation has taken at least seven different directions. Parents continue to support with increasing emphasis our Home and School Association's activities. They have organized an evening discussion group which is aimed at developing community leadership and increasing parental knowledge of our school activities. They participate in a series of trips to organizations of interest to Philadelphians to help them increase their understanding of agency and school activities. They have established a classroom mothers' organization. They assist the nurse in our school health and safety program. They accompany teachers on classroom trips. Lastly, they have become interested in utilizing the school facilities for after-hours education and recreation. A community Action Committee is now at work studying this problem. In this entire area of community participation both of our school-community co-ordinators have been working vigorously and successfully and deserve much credit. The increased communication between our Spanish-speaking parents and our school is particularly noteworthy. All these parent activities have significantly helped us in our efforts to improve the health, achievement, and attitudes of our children.

Our after-school and Saturday enrichment experiences for our students have been steadily growing. We now have after-school groups meeting in the fields of reading, study and homework, arithmetic, music, and enrichment trips. Every Saturday a group of thirty-five children visits some place of interest, but often as many as three teachers have asked permission to take large groups of other children on Saturday trips.

Our entire school seems more active, brighter, gayer, more professional. We count among the most recent additions to our staff student teachers who formerly trained at Ludlow and who asked for appointments here. Of this, we are indeed proud. We are equally proud of the wholehearted professional way our staff has pitched in to help us achieve our Beacon goals.

GEORGE GREEN
Principal, Ludlow School

BROTHER TEAM PUPPET SHOW

One of the important objectives of the Ford Foundation Project is the discovery and development of talent. Its far reaching effects were recognizable in the recent puppet show presented in the Ludlow School assembly by the Dean Brothers team. Class pride and motivation, parental interest and participation, wholesome, uninhibited individual expression, and unusual entertainment were specific outcomes. The brother team now sees possibilities of extending their repertoire to carry certain messages to their own schoolmates and possibly to other school audiences. Sensitive teacher-pupil planning was the means of uncovering an outside hobby and ability which led to an outstanding assembly program.

DISCUSSION GROUP

A significant activity involving parents has developed at Ludlow these last few months. A discussion group of parents, led by a trained discussion leader supplied by the Division of School Extension, meets every other Wednesday evening at the school.

The meetings are directed toward developing community leadership, building community morale, and strengthening school-community ties. Mr. Ginsberg, the discussion leader, works closely with the school-community co-ordinators, Mr. Geli and Mrs. Garrison. Thus far, meetings have been concerned with better housing, recreation facilities, and the best use of government surplus foods. As many as fifty fathers and mothers, Puerto Rican parents included, have attended these meetings.

As an outgrowth of these discussion meetings, the parents have formed an Action Committee to carry out the expressed desires of the group. The Committee is expected to have great impact in bringing about change in positive directions in the community and in affecting closer school-community ties.

MRS. TRINIDAD SPEAKS TO LUDLOW STAFF

Mrs. Louisa Trinidad, the Puerto Rican Community Co-ordinator of Philadelphia's Commission on Human Relations, spoke to the staff of the Ludlow School on May 9, 1961. She reviewed the many facets of the Puerto Rican migration to this country. The history of Puerto Rico, the reasons for the great migration to the United States, family and community life on the island compared to life in urban Philadelphia, and the personality, hopes, fears, aspirations and beliefs of the Puerto Rican: all these were touched upon. The teachers were delighted with Mrs. Trinidad's presentation.

MOTHER'S DAY AT LUDLOW

The second floor at Ludlow School had a special assembly for mothers. Each class participated. Corsages were presented to all visiting mothers. Mrs. Smith and Mrs. Washington had their classes present a combined program for the occasion. Mrs. Cotter taught the assembly "Your Mother and Mine" from "Peter Pan." It was a lovely tribute to the neighborhood mothers.

OPEN HOUSE EVENING MEETING

On Thursday evening, May 18, 1961, about 500 mothers, fathers, and neighbors attended the Ludlow School's Open House. The staff of the school was particularly heartened at the splendid attendance (about one-third of the audience) of the Spanish speaking community.

Judge Juanita Kidd Stout, an outstanding jurist of Philadelphia, was the guest speaker. She spoke of the tragedy of school drop-outs, illustrating from her own courtroom experiences the many difficulties in which children who drop out of school often find themselves. Mr. Geli, the Spanish speaking school-community co-ordinator, translated the highlights of Judge Stout's talk into Spanish.

Three of Ludlow's student groups- the Boys' Chorus, the Girls' Chorus, and the Flute and Bell Group - provided entertainment for the guests. As a final bit of entertainment, the talented Mr. Geli and his two sons played the guitar and sang the anthem of Puerto Rico. All present agreed that it was a wonderful Open House evening.

LUDLOW COMMUNITY COUNCIL

With the inspirational help of Mr. Geli, the school-community co-ordinator, the Ludlow neighborhood has finally taken steps to create a community council. Mrs. Cruz, a Ludlow parent, worked with Mr. Geli on this important project.

A community meeting has been scheduled for 8:00 p.m. on June 7, 1961 at a neighborhood auditorium. Guests at this meeting will be: Mr. Tony Vega, Puerto Rican representative; Mrs. Louisa Trinidad, Puerto Rican Co-ordinator for the Philadelphia Commission on Human Relations; Mr. George Green, Principal of the Ludlow School; and Miss Virginia Lovell, representative of the Philadelphia Department of Health. It is hoped that leadership, a spirit of co-operation, and action to improve the community will result from the council's activities.

ART APPRECIATION

Picasso, Vermeer, Degas, Rembrandt, and five other splendid artists are represented in a series of prints which have been acquired by the Ludlow School with the co-operation of the Home and School Association.

With the help of Mr. Bonelli, the district art supervisor, each of these prints will be beautifully framed and circulated among the classrooms of the school. Mr. Bonelli has written thumbnail sketches of all of the artists and of the particular paintings that have been acquired. These will form the basis for a series of appreciation lessons at all grade levels.

THE EAGLE SOARS - WANAMAKER

WANAMAKER REVIEWS ITS FIRST YEAR

The Ford Foundation Project had during its first year a four-fold impact on the Wanamaker Junior High School.

(1) It served to give impetus to the development of a practical set of clearly defined school objectives focused upon the growth of pupils, teachers and parents. The emergence of the project stimulated increased utilization of a variety of educational services and instructional aids. Faculty co-ordinated planning was required to meet the general needs of groups of boys and girls and their parents as well as the particular needs of individual pupils. The school's educational program was broadened so as to provide culturally rich experiences to pupils and parents.

(2) The project also included opportunities for participation of parents in the life and activities of the school.

(3) Pupil attitudes, particularly those toward themselves and toward learning were improved. The school's guidance program, counseling service, club program and classroom planning were geared toward such ends.

(4) The improvement of instruction was evident through total participation of the faculty in some phase of the project. Increased interest of teachers in the Ford Program developed as their participation in planning began to bring about improvement in the school's educational program.

This initial year in the Ford Foundation Project has resulted in many school-centered activities, the effectiveness of which cannot be immediately determined. Much has been learned about the pupils, their parents and the community. More planning will be required. Reappraisal of present work will need to be carried out. Immediate consideration must be given to increasing the tempo of school service to the pupils and the community. The staff at Wanamaker recognizes that it has made a conscientious effort to develop first steps in this project and looks forward toward a year ahead of greater professional effort and the continuation of dedicated service to the youth coming to the school and to the community which the school serves.

HARRY M. ORTH
Principal, Wanamaker Jr. High

ART OPPORTUNITY KNOCKS TWICE

An additional opportunity for creativity for gifted art students has been made available at the Wanamaker Junior High School. Talented and interested students of all grades have been selected by the art department for participation in a special after-school program. There is a one and one-half hour session on Tuesdays under the direction of Mrs. Edith Perkins, chairman of the art department, and a similar session on Thursdays under the direction of Mr. Irv Kline, one of the Wanamaker art teachers. In these classes the youngsters are given an opportunity for self-expression with media not in common use in the classrooms. Such materials include oils, clay, wire sculpture, and tempera paints. Creativity has begun to bloom.

WANAMAKER MOVES AHEAD IN READING

In addition to the required city-wide testing program in reading, supplemental tests have been administered to 7B and 8A pupils who would not normally have been tested in these grades. All of the children in the State-mandated reading program, i.e. the seventh and eighth grades, will be retested at the end of June or at the beginning of September, 1961.

In order to assure uniformity and accuracy, new teachers were aided in the testing procedure by Mrs. Glickman, chairman of the English Department, by Mrs. Mary Gould, the teacher aide, and by Mr. Ernest Givens, chairman of the testing program.

An experimental group of youngsters normally considered "poor risks" for remedial reading has been formed. The usual requirement of an I. Q. rating of average or better was waived; the sole qualification for inclusion in the group was test proof of very great need of help in reading. Most of the youngsters, while being tested, showed evidence of auditory comprehension at a much higher level than reading performance. By emphasizing comprehension and word attack skills, employing remedial techniques, and encouraging the use of a specially purchased (with Ford Foundation Funds) classroom library, geared to the needs and interests of the group, it is hoped to bring reading performance and potential closer together for these youngsters.

A SKILL BUILDING EXTRA

A casual announcement concerning free lessons one hour a week after school has grown into a full-fledged typing class. It all began with one student who had been bringing his typewriter from North Philadelphia to the home of a teacher in Germantown. This was a hardship during the winter months, and to ease the situation the principal was asked if one of the classrooms at Wanamaker might be used after school. Permission was given. An announcement was made to the general student body that any other interested student might also come.

The response was surprising. It became apparent that many of the children had access to typewriters. Soon parents began thinking in terms of typewriters rather than bicycles for Christmas and birthday gifts. Parents unable to afford typewriters sent in for information about rentals or borrowed typewriters from relatives or friends.

Within a few weeks twenty-one students were enrolled for the course, and the aptitude shown was gratifying. After the first semester, the responsibilities of the teacher were such that the afternoon classes had to be suspended, but the typing class was continued during the regular club period. One interesting sidelight is that the children without machines have devised keyboards drawn on cardboard. These children practice the drills by fingering the cardboard keys.

At present there are over thirty children in the typing class. If it were possible to schedule other periods there would be an additional fifteen or twenty who would be able to avail themselves of this service. Our children are definitely interested in gaining useful skills.

WANAMAKER ART GALLERY

The basic objective of the John Wanamaker Junior High School Art Gallery is to encourage both student body and faculty to become more interested in the creative arts. Each month the gallery exhibits the work of an outstanding local artist or art teacher. During the month of March, the paintings, drawings, and lithographs of Irv Kline, art teacher at Wanamaker Junior High School were exhibited. In April the sculpture of Ben Segal, art teacher at Lincoln High School was exhibited. This show will be followed by the drawings, prints, and paintings of Roland Ayers, a newcomer to the field of education but already established as one of Philadelphia's leading painters and printmakers.

As a special feature this year, the work being done by the students at John Wanamaker under the Ford Foundation after-school program will be on display during the month of June. The work will include photographs, sculpture, prints, and drawings as well as tempera and oil paintings.

WANAMAKER PROFESSIONAL COMMITTEE OFFERS HELP

Because of the great number of new or substitute teachers, the Professional Committee at the Wanamaker Junior High School is in the process of preparing for publication a handbook to aid teachers in classroom management, teacher-pupil rapport, teaching techniques, and evaluation. An in-service course offering help in the best use of visual aids is also being planned. Experienced teachers plan to offer their knowledge of methods and techniques of teaching to help the entire faculty - a sharing process to make Wanamaker a constantly better school.

LANGUAGE LABORATORY

The Wanamaker Language Laboratory has been in full operation for a second term. Two groups are scheduled regularly. One consists of fifteen seventh graders. The other group, fifteen eighth graders, makes up an enrichment nucleus with focus on creative writing, public speaking, dramatics, and choral speaking. Art, music, literature, trips, and various cultural extras serve as motivation for student creativity.

Two experimental groups of seventh graders are getting remedial reading instruction with the Language Laboratory teacher. The students were selected from two 7A sections, fifteen from each section. Although their reading scores were very low, as "poor risks" they did not qualify for the regular remedial reading program.

The students meet with the Language Laboratory teacher at the time their regular class is scheduled for reading. This also makes it possible for the regular teacher to work with a smaller, more homogeneous group giving as much individual guidance as possible. It is believed that, with the additional individual instruction, these students will show marked improvement that would not have been possible otherwise.

Another aspect of the Language Laboratory program provides demonstration lessons in the teaching of reading in the content areas with social studies and science classes. Students are taught, among other things, to read for main ideas and supporting details, to locate information in various books, to organize information, and to adjust reading rate according to difficulty of material. The Language Laboratory is functioning, not only as an enrichment and resource center in the language arts, but also as a functional part of the Wanamaker reading program.

IMPROVING COMMUNITY SANITATION

During the past term a group of girls and Mrs. Moody have been working on community sanitation problems. The main project was centered around the area of rodent control. Members of the Health Department were invited to come to the school as speakers. They showed some fine films on rodent control. Most of the children became aware, for the first time, of the many free services offered by the Health Department.

The students undertook a survey of the community and the following suggestions were obtained:

1. All members of the community should be made aware of the need for rodent control.
2. All condemned homes should be razed.
3. A community extermination project should be initiated.

The youngsters found most of the residents contacted more than willing to help with the project.

AN EVENING OF MUSIC

On the evening of March 16, the John Wanamaker Enrichment Committee brought to the community the Bridgetower Symphony Orchestra in a concert of familiar classical and popular music. An enthusiastic group in the beautiful Wanamaker auditorium listened to such selections as: Clare de Lune by Debussy, Pomp and Circumstance by Edward Elgar, Concerto for Two Violins by Johann Sebastian Bach, and songs from the musical, "My Fair Lady." The appreciative audience of more than 500 parents, children and friends expressed great satisfaction at the high quality of the performance.

THE LANGUAGE ARTS COMMITTEE

The Wanamaker Language Arts Committee, seeing the upgrading of skill in the communication areas as a total school problem, is emphasizing the teaching of the skills of listening, speaking, reading, and writing in all subject areas as needed tools for proficiency in these areas. The committee is stressing the continuing importance of teachers leading pupils in the improving of reading in the content areas, in improving oral communication, in perfecting outlining skills, and in developing legible penmanship. The Language Laboratory teacher who serves as chairman of the Language Arts Committee has been of great help in working with teachers and in demonstrating in the above mentioned areas in classrooms.

ENRICHMENT TRIPS AT WANAMAKER

Trips have been valuable sources of enrichment for the Wanamaker youngsters. Visits to museums, colleges, and various places of industry have proved to be excellent learning experiences, both for their intrinsic value and for the opportunities they provide for "pre-trip" preparation and follow-up activities. Sharing of experiences with other classes has proved equally important.

We have as an example of the team work that went into the planning and execution of a trip, the eighth grade class which, as an outgrowth of a project in their English and science classrooms, visited the Bulletin Building. Both teachers, as well as the Language Laboratory teacher, prepared and motivated the group. In addition to the reports, themes, and discussions which followed the trip, the children also had an opportunity to share their experiences with other classes. The school is reaching into our greater community for richer learning experiences.

GLEANINGS FROM THE LANGUAGE LABORATORY ENRICHMENT GROUPS

Among the basic purposes of the Ford Foundation Project were the discovery of latent talent and the encouragement of growth and creativity in the potentially academic youngster. To help accomplish these purposes each Language Laboratory teacher meets regularly with a carefully selected group of youngsters for an intensive and enriching program in the language arts.

When the groups first met, the Language Laboratory teachers unanimously reported back to the Language Arts Consultant that they felt that they did not have true enrichment groups. The Language Laboratory teachers professed discouragement at the meager, trite, and ungrammatical writing of the youngsters. After only one semester of an enriched cultural program with the stress on the expressive and creative rather than the functional aspects of writing, the discouragement was gone. Wellsprings of creativity were discovered. Samples of original writing from the four enrichment groups are included below.

IDA KRAVITZ
Language Arts Consultant

The enrichment group at Dunbar School express their feelings while listening to Beethoven's Pastoral Symphony, after having had a wonderful art appreciation lesson on the previous day.

"The music was loud like pictures of famous men, and soft like children and ladies. I feel like a glowing stream. I hear great waves splashing against rocks, and the sound of a singing bird. The music sounded like a sailing ship, and soft like a beautiful dancer. It is like the sound of a loud humming bird."

"The music makes me think of a cool spring on a sunny day with evergreens all around and sweet daisy flowers."

"It makes me wish I were eager enough to dance swiftly around the world one hundred times, or have a picnic in the forest where the grass is dark green."

"I felt like running through the fields watching all the flowers and leaves dance as the wind blew softly through the trees. I was walking through a waterfall. The water was so cool, I could have stayed there listening to the leaves murmur as the wind blew softly."

Written in the Language Laboratory after one of our heavy winter snowfalls.

WHAT WE DO NOT KNOW

When we see the snow fall that's all
we ever see
And we know not where it starts nor
when it stops,
But up above us a lady in a diamond
and glittering gown
Will dance and dance and whirl and
twirl
And let the crystals fall,
She'll dance so nice and dance so hard
She'll fall on a fluffy cloud to sleep.
The diamonds on her dress will be so
loose
They will drift and sift down to the
ground
And never make a single sound
And the little children all over the
world will look up in the sky
And they will cry and say:
Daughter of Snow
Please let us know
Why you won't dance any more
Give it a shake
No noise to make
On this good world of ours.
It is the Daughter of Snow's birthday
today,
And her present is a diamond snow tree,
And when she is trying to play with
her tree,
It will drop its jeweled pebbles.

CAROLYN JEAN BLAND
Dunbar Enrichment Group

Enrichment group reactions after some intensive listening and choral speaking experiences with poetry about spring:

MOTHER NATURE AT WORK

In spring Mother Nature awakens all her children, because she knows it is time for them to be born again. She first awakens the flowers, and they get right to work on blooming. Look! The beautiful colors are like a rainbow. They dance for Mother Nature to show their thanks. She now changes the drab grass to a cloak of brilliant green. The grass also shows its thanks by swaying. Mother Nature gives the birds their beautiful voices. They sing as they build their nests. They echo far and near. They all sing lovely songs of spring to express their thanks. Mother Nature now changes the heavens. The sky is as blue as the cloak of Odin, the God of the heavens; the sun, as golden as gold that has been refined; the clouds are like fluffy white balls of cotton. The heavens express their thanks by sending April showers.

Mother Nature now awakens the forest. Every living thing is moving rapidly to do its work. The bears have awakened from their long winter nap; the bees make their honey; the trees wave in the air. Now the forest expresses its thanks to Mother Nature. Mother Nature looks down upon her children and says:

Children, you are beautiful
and gay,
I have your thanks this very
day.
I've spread my wings,
And now you sing.
Your voices I hear,
They echo far and near.
I dance with joy to let you
know,
You are my children.

And that's the work of Mother Nature.

CYNTHIA SMITH
Dunbar Enrichment Group

Bits from other original compositions:

"Among the leaves are the birds with their colorful feathers to light up the trees."

"Spring goes, feeling happy and joyous, leaving a smile on the face of the earth."

ORIGINAL POEMS FROM THE WANAMAKER AND HARRISON ENRICHMENT GROUPS

A GROUP POEM

I know, I know - Spring is here,
For I can taste the fresh, clear air,
See the earth now turning green,
See birds returning to the scene,
Feel - touch of cool breeze,
Smell - buds just popping out,
Hear - roar of March wind as it blows,
It's Spring, it's Spring - everyone
knows.

7th Grade Enrichment Group
Wanamaker

SPRING

When spring finally comes
I will go to the place
Where a gentle, warm brook is usually
Going by - to fish
When the day is hottest
I will lie where I
Can feel the coolness
Of the shaded ground.

William Hightower
Wanamaker

ORIGINAL POEMS FROM THE WANAMAKER AND HARRISON ENRICHMENT GROUPS
(continued)

SPRING

The earth is warm and gentle
You can hear the robins sing
Singing a song of brightness
To let you know it's spring.

Catherine Liles
Wanamaker

The birds are flying high
Blueness is in the sky
The freshness of the scented air
Whispers to me - Spring is near

Deborah Ball
Wanamaker

SPRING

The land was green and blue
The wind was soft
The trees were tall and majestic
The smell sweet and enticing
Making me feel happy and gay
Wanting to sing.

Thomas Davis
Wanamaker

SMELLS

Wait a minute, I can tell
This is a delicious apple pie smell
Just a second, I know that one
It's the smell of hot cinnamon bun
Oh, my gosh! Who wouldn't know
The smell of popcorn at a show
Land sakes, this is easy
It's the smell of a pan that's greasy
Smelling to me is an exciting game
I love to sniff and give smells a name.

Sheila Bryant
Wanamaker

SPRING

A flower bed
A bird that sings
A rose that's red
That means it's spring!

Josephine Lloyd
Wanamaker

SCIENCE

This is what science means to me
Studying flowers, birds and trees
Learning why we have salty seas
And why near flowers we always have bees.

Studying, seeking, learning about matter
Why gravity makes things drop with a clatter
Why atoms can not be seen
Why we have such fascinating dreams.

Dreams that soon men will go out into space
And perhaps someday to the planets race
I have one wish, one truly deep wish
That I may some day live to see
Man free himself from gravity.

Gwendolyn Scarborough
Wanamaker

MR. SLOW MAN

I saw a little slow snail
He wasn't coming fast
He looked at me and shook his tail
I saw his head at last

Oh, you little slow snail
Why are you so slow?
Why can't you move faster?
Why can't you just go - go?

Harrison Enrichment Group

SPRING RAIN

In spring the rain comes down
Heavily all over town
When spring rain hits the ground
The earth turns a muddy brown.

Anthony Allen
Harrison

MY MOM

My mom is like a flower
That blooms fresh every day
My mom is like a flower
She is beautiful and gay.

James Jones

ORIGINAL POEMS FROM THE WANAMAKER AND HARRISON ENRICHMENT GROUPS
(continued)

ALONE

Alone, alone on a rainy day
Won't someone please come by to play?
The house is slowly growing dark
Of fun there's not a single spark
Mother, won't you please come home
I don't like being here alone.

Curtis Newby
Harrison

Snow, snow
So pretty
So white
A single glance
Brings a beautiful sight.

James Jones
Harrison

A composition dictated to the Ludlow Language Laboratory teacher, after the viewing of the French film "White Mane." This is Herman's account of the story. Herman is a youngster who, when given a reading inventory in the fall proved to have just four pre-primer sight words. His hearing capacity, however, was at a book seven level. It was, therefore, decided to send him both to the reading adjustment teacher and to the Language Laboratory, where he not only worked with the enrichment group but also received special help. Today Herman reads a book four and can write (not yet entirely correctly) his own paragraphs. However, at the early stage in his growth, when this film was shown, he was encouraged to dictate his thinking to the Language Laboratory teacher who acted as his secretary. This, then, is Herman's creative thinking.

WHITE MANE

White Mane was a bold, white stallion who loved his freedom. You could tell by the way he watched over his band of wild horses. They lived in southern France near a little strip of desert land where the Rhone River flows into the Mediterranean.

Some herdsmen lived nearby and they wanted to capture White Mane. But White Mane was determined not to give up his freedom. He gave a lashing fight to keep his independence. The men were tired and angry. Now, Falco, a fairly young and gentle boy to animals, saw White Mane and liked the horse - the way he ran - the courage and the boldness of him. Falco knew the horse was wild, but he knew he would love to own it. He made many attempts to capture White Mane and to make friends with the powerful stallion. When Falco captured White Mane, he made a stall to keep him and to shelter him at night.

One night White Mane broke loose to return to his band of horses, where there was a new leader of the herd. White Mane was jealous and wanted to remain leader of his herd. He fought furiously to defend his place in the herd.

The herdsmen returned to the ranch and tried again to capture White Mane. Falco, however, mounted the stallion and galloped off bravely. The herdsmen followed swiftly after the boy. They raced and chased until the horse and the boy reached the angry river. Falco and the horse loved their freedom and friendship so much they dived into the water and found a Friendship Land.

HERMAN BINGHAM
Ludlow Enrichment Group

A SCHOOL-COMMUNITY RELATIONS OFFICE PUBLICATION
LOUIS R. BALLEN - IDA KRAVITZ, EDITORS